Title of Instructional Materials: Key Curriculum Press "Discovering Algebra"

Grade Level: <u>Algebra I</u>

Summary of Key Curriculum Pres-- "Discovering Algebra"

Overall Rating:	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	Important Mathematical Ideas:	⊠ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
Summary / Justification / Eviden All of the standards are not covered ideas presented cohesively.		Summary / Justification / Evide The mathematical ideas are presented they seem to be trying to integrate contexts are lacking.	
Skills and Procedures:	Weak (1-2)Moderate (2-3)Strong (3-4)	Mathematical Relationships:	Weak (1-2)Moderate (2-3)Strong (3-4)
Summary / Justification / Evident The problem sets are integrated wit connections. Howevever, the devel lesson is more just spelled out proce	th some mathematical ideas and opment of a new idea within a	Summary / Justification / Evide An attempt is made to connect oth throughout the text, but the connect	er algebraic concepts to graphing

- nothing updated since
2007 so not really
aligned to Core Standards
- overall, not that impressed up
examples 1/0 real-life ties

-F.BF. 16 not covered

INDIANA'S EDUCATION UNDTABLE

Instructional Materials **Analysis and Selection**

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Traditional Pathway for High School: Algebra I





Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

The Indiana Education Roundtable, The Indiana Department of Education, and

The Charles A. Dana Center at The University of Texas at Austin

2010-2011

Reviewed By:

Title of Instructional Materials: Key Curriculum Press - Discovering Algebra

an alwestigative Approach

ALGEBRA I — NUMBER AND QUANTITY (N)

The Real Number System (N-RN)

Extend the properties of exponents to rational exponents.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(51/3)3 = 5(^{1/3})^3$ to hold, so $(5^{1/3})^3$ must equal 5.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed. φ . 35 2 11.5~(x 16)	Summary / Justification / Evidence Power-to a power - just integers though worldn't call it an extension of pre-algebra knowledge. Covered in 1 problem in 1 lesson Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Ocean't extend power to a power beyond integer exponents; Covered in 1 problem to wads end & book Overall Rating

Reviewed By:	

ALGEBRA I — NUMBER AND QUANTITY (N)

he Real Number System (N-RN)					
Extend the properties of exponents to rational exponents.		Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
N-RN.2					
Rewrite expressions involving radicals and rational exponents using the properties of exponents.		Important Mathematical Ideas I 2 3			
		Skills and Procedures			
		1 2 3 4			
		Mathematical Relationships 1 2 3 4			
		Summary / Justification / Evidence • Power to a Power • Multipling monomials • Product to a Power • Mornbining Radical expressions			
Indicate the chapter(s), section(s), and/or p	age(s) reviewed.	· Product to a Power . Combining Radical expressions			
9620 6.3 3 prop 9 exponents 6.5 6.6 11.5 - pro6#16 only radical		Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): - No real connection to real-life - Ho dissortions.			
		Overall Rating 1 (2) 3 4			

Reviewed By			
reconcued by	•		,

ALGEBRA I — NUMBER AND QUANTITY (N)

The Real Number System (N-RN)						
Use properties of rational and irrational numbers.	Summary met. Cite	and documentate examples from th	ion of how t	he domain, clu	ster, and stand	lard are
N-RN.3						
Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	Important N	lathematical Ideas	I	2	3	4
	Skills and F	rocedures				
				2	3	4
	Mathematic	al Relationships	1	2	3)	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	9-1:introd diff 11-5:11	/ Justification / E trues idea of rationa ment sets	d a irrational	,		
11.5	developed	f the domain, clu in the instructio y covers rules	nal material	s (if any):		t well
	Overall Rat	ing	 1	2	3)	4

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Litle	O.t	Incfmi	ctiona	IMAG	aterials:
1 1110	OI	1113014	Cuona	IVIC	ittiais.

ALGEBRA I — NUMBER AND QUANTITY (N)

Quantities (N-Q)

Summary and documentati met. Cite examples from the	e materials.	ie domain, cius	ter, and stan	dard are
Important Mathematical Ideas	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2	3	
NO 15 4 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
Skills and Procedures	+			
grant a ma	1	2	3	4
of the state of the state of				
Mothematical Deletionshins	radit cont			
Mathematical Relationships				
	1	2	3	(4)
Summary / Justification / E	vidence			
Nice job ap	uplies to rec	al world		
Portions of the domain, cludeveloped in the instruction	uster, and sta	andard that are s (if any):	missing or n	ot well
Overall Rating	4.1			- 1,
	1	2		
	Important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / E Yill job av Portions of the domain, cludeveloped in the instruction	Important Mathematical Ideas 1 Skills and Procedures 1 Mathematical Relationships 1 Summary / Justification / Evidence Title job applies to see Portions of the domain, cluster, and stadeveloped in the instructional materials	Important Mathematical Ideas 1 2 Skills and Procedures 1 2 Mathematical Relationships 1 2 Summary / Justification / Evidence Nice job applies to real world Portions of the domain, cluster, and standard that are developed in the instructional materials (if any):	Important Mathematical Ideas 1 2 3 Skills and Procedures 1 2 3 Mathematical Relationships 1 2 3 Summary / Justification / Evidence Nice job applies to real world Portions of the domain, cluster, and standard that are missing or n developed in the instructional materials (if any):

Reviewed By:	
Title of Instructional Materials:	

ALGEBRA I — NUMBER AND QUANTITY (N)

Quantities (N-Q)

Reason quantitatively and use units to solve problems.	Summary and documentat met. Cite examples from the	ion of hov	v the domain, clu	ster, and stan	dard are
N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.* Note: Foundation for work with expressions, equations and functions.	Important Mathematical Ideas		1 2	3	4
	Skills and Procedures	1	1 2	1 3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	uster, and	standard that are ials (if any):	missing or n	ot well
	Overall Rating	10000			
		1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

ALGEBRA I — NUMBER AND QUANTITY (N)

Quantities (N-Q)

Reason quantitatively and use units to solve problems.	Summary and documentation met. Cite examples from the	on of how materials	the domain, clus	ster, and stan	dard are
N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.* Note: Foundation for work with expressions, equations and functions.	Important Mathematical Ideas	1	(2)	3	4.
	Skills and Procedures	1	(2)	3	4
	Mathematical Relationships		2	3	4
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. 1.7 2.3 5.2	Portions of the domain, clus developed in the instruction questimating; dimensionally discuss in the questional	nal materia	als (if any):		
	Overall Rating	1	0 1 2	3	4

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

Interpret the structure of expressions.	Summary and documentati met. Cite examples from the	on of how t	the domain, clu	ster, and stand	lard are
A-SSE.1a	west este oxamples from the	e materiais	•		
1. Interpret expressions that represent a quantity in terms of its context.*	Important Mathematical Ideas				
 Interpret parts of an expression, such as terms, factors, and coefficients. 		1	2)	3	4
Note: Linear, exponential, quadratic.	Skills and Procedures				
	Similari Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex all terms are cover connected	vidence yed in glo	ossany but	mever one t	ney al
2.4 -> constant in regardo to direct variation 3.2 -> linear rel; doesn't chiseuso parito	Portions of the domain, clus developed in the instruction	ster, and st nal material	andard that are s (if any):	missing or not	t well
3.4					
9.2					
	Overall Rating	+ 0		-	
	1	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Interpret the structure of expressions.	Summary and documentation met. Cite examples from the	on of how t e materials.	he domain, clu	uster, and stan	dard are
A-SSE.1b					
1. Interpret expressions that represent a quantity in terms of its context.*	Important Mathematical Ideas				
b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r) ⁿ as the product of P and a factor not depending on P.		1	2	3	4
Note: Linear, exponential, quadratic.	Skills and Procedures	+			
	50.000 000.000	1	2	3	4
	300 40 10 000 2 4				A company
	Mathematical Relationships				
		1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
4.3 6.2	Portions of the domain, clu developed in the instruction	ster, and st	andard that ar s (if any):	e missing or n	ot well
6.6					
8.2 8.3					
8.4	Overall Rating				→
0.1		1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Interpret the structure of expressions.	Summary and documentation met. Cite examples from the	on of how the	ne domain, clu	uster, and stand	dard are
A-SSE.2		materials.			
Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	Important Mathematical Ideas	1	2	3	4
Note: Linear, exponential, quadratic.					
	Skills and Procedures			-	→
		1	2	3	4
	Mathematical Relationships	\			
		1	2	(3)	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
9.2	D. C. C.				
9.3	Portions of the domain, clus developed in the instruction	ster, and sta	indard that ar s (if any):	e missing or no	ot well
9.4					
9.7					
	Overall Rating	4.1	1		LA
		1	2	3	

Reviewed By:	
Title of Instructional Materials:	

Write expressions in equivalent forms to solve problems.	Summary and documentation met. Cite examples from the			ster, and sta	andard are
A-SSE.3a3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*	Important Mathematical Ideas	← 1	2	3	4
a. Factor a quadratic expression to reveal the zeros of the function it defines. Note: Quadratic and exponential.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	1
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
9.4	Portions of the domain, clu developed in the instruction			e missing or	not well
	Overall Rating				4

The Charles A. Dana Center

Reviewed By:	250.00	
Title of Instructional Materia		

Write expressions in equivalent forms to solve problems.	Summary and documentation met. Cite examples from the	on of how	v the domain, c	luster, and stan	dard are
A-SSE.3b					
3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*	Important Mathematical Ideas	1	2	3	4
 Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. 					
Note: Quadratic and exponential.	Skills and Procedures	1	2	3	4)
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev				
	good explanation of	how to	complete ogi	an	
	Portions of the domain, clusted developed in the instruction Doesn't discuss the	nal materi	ials (if any):	re missing or n	ot well
	Overall Rating	1	2	3)	4

Reviewed By:	
Title of Instructional Materials:	

Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				dard are
A-SSE.3c					
3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*	Important Mathematical Ideas	Î	2	3	4
c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15' can be rewritten as (1.15¹¹¹²)¹²¹ ≈ 1.012¹²¹ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.	Skills and Procedures	1	1 2	3	→ 4
Note: Quadratic and exponential.	Part of the second				
	Mathematical Relationships		2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
6.5	Portions of the domain, clu developed in the instruction not as much about as on the property of appear in	nal materials	(if any):		
	Overall Rating				
		1)	2	3	4

Reviewed By:	

ALGEBRA I — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Perform arithmetic operations on polynomials.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.		
A-APR.1	The state of the s		
Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Important Mathematical Ideas 1 2 3		
Note: Linear and quadratic.			
	Skills and Procedures 1 2		
	Mathematical Relationships 1 2 3		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
8,6 9.3 9.6	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
9.8			
	Overall Rating 1 2 3 4		

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Reviewed By:			
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ALGEBRA I — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
A-CED.1	Important Mathematical Ideas					
Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*	m	1	2	3	4	
Note: Linear, quadratic, and exponential (integer inputs only).	Skills and Procedures	4-1		1	1.5	
		1	2	3	4	
	Mathematical Relationships					
		1	2	3	4	
	Summary / Justification / E	vidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
2.1 2.2 2.3	Portions of the domain, clu developed in the instructio	ister, and st	tandard that a Is (if any):	re missing or no	t well	
4.3 -> probo	exponential fun					
5.5	Overall Rating	V 15 1				
9.1	o voicin i vating	1	2	3	4	

Reviewed By:	

ALGEBRA I - ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clu	ster, and sta	ndard are
A-CED.2					
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*	Important Mathematical Ideas	1	2	3	4
Note: Linear, quadratic, and exponential (integer inputs only).					
	Skills and Procedures				
		1	2	3	$\binom{4}{}$
	Mathamatical Delational				
	Mathematical Relationships	1	2		
		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed. 2. 4 3.4 3.5 4.1	Summary / Justification / E	vidence			
	Portions of the domain, clu developed in the instruction	ster, and sta	ndard that are (if any):	missing or	not well
	10 10 10 10 10 10 10 10 10 10 10 10 10 1				
6.2		m 21 2			
9.2	Overall Rating			_	

Reviewed By:

Title of Instructional Materials:

ALGEBRA I - ALGEBRA (A)

Creating Equations (A-CED)

Summary and documentation of how the domain, cluster, and standard are Create equations that describe numbers or relationships. met. Cite examples from the materials. A-CED.3 Important Mathematical Ideas Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.* Skills and Procedures Note: Linear (integer inputs only). Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well All systems developed in the instructional materials (if any): Viable vs non-viable Overall Rating 3

Reviewed By:

Title of Instructional Materials:

ALGEBRA I — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			
A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.*	Important Mathematical Ideas 1 2 3 4			
Note: Linear, quadratic, and exponential (integer inputs only).	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 2 3 4			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence No Opecial section on solving literal eggs.			
2.8 3.6 (Ex II)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Literal Ego Poop.			

Overall Rating

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Title of Instruc	ional Materials:	
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Understand solving equations as a process of reasoning and explain the reasoning.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.				dard are
A-REI.1					
Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Important Mathematical Ideas	1	2	3	4
Note: Master linear; learn as general principle.	Skills and Procedures	1	2	3	1→ 4
	Mathematical Relationships	1	2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
9.1	Portions of the domain, cludeveloped in the instruction	ster, and s nal materia	tandard that als (if any):	are missing or n	ot well
	Overall Rating		2	1 3	 4

Reviewed By:	•	ij.
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ALGEBRA I — ALGEBRA (A)

Solve equations and inequalities in one variable.	Summary and documentation met. Cite examples from the	of how the	domain, clus	ster, and stan	dard are
A-REI.3		dtoridio.			
Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Important Mathematical Ideas	1	2	3	4
Note: Linear inequalities; literal that are linear in the variables being solved for; quadratics with real solutions.	1 (1)				
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	I	2	3	4
	Summary / Justification / Evid	dence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Pri va				
2.8 3.5 3.6 4.2 4.3	Portions of the domain, clust developed in the instructional	er, and stan I materials (dard that are if any):	missing or no	ot well
4.4 5.5 5.6	Overall Rating	1	1 2	3	○

Reviewed By:	
Title of Instructional Materials:	

Reasoning with Equations and Inequalities (A-REI)

Solve equations and inequalities in one variable.	Summary and documentation met. Cite examples from the			ster, and sta	andard are
A-REI.4a					
4. Solve quadratic equations in one variable.	Important Mathematical Ideas	 			/ }
a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.		į	2	3	4
Note: Linear inequalities; literal that are linear in the variables being solved for; quadratics with real solutions.	Skills and Procedures	1	2	3	4
	Mathematical Relationships				\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
		1	2	3	4.
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					•
9.6	Portions of the domain, clu developed in the instruction			missing or	not well
	Overall Rating				

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

Solve equations and inequalities in one variable.	Summary and documentati	on of how t	he domain, clu	ster, and st	andard are
A-REI.4b	met. Cite examples from the	e materials.			
Solve quadratic equations in one variable.	Important Mathematical Ideas				
b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b . Note: Linear inequalities; literal that are linear in the variables being solved for; quadratics with real solutions.	Skills and Procedures	1	2 	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
9.1 9.2 9.3	Portions of the domain, clu developed in the instruction	ster, and st nal material	andard that are s (if any):	e missing or	not well
9.4	Overall Rating				
9.6	Overall Rating	1	2	3	4

	ructiona	

Solve systems of equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-REI.5	Important Mathematical Ideas
Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	1 2 3 4
Note: Linear-linear and linear-quadratic.	Skille and Dragadurae
	Skills and Procedures 1 2 3 4
	Mathematical Relationships
	Mathematical Relationships 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
5.3 pmb 9	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Eliminator online program	Taught as an efferthought + not really included in text
	Overall Rating
	(1) 2 3 4

Reviewed By:	

ALGEBRA I — ALGEBRA (A)

Solve systems of equations.	Summary and documentati met. Cite examples from th	on of how	the domain, clu	ster, and sta	ndard are
A-REI.6	The state oxampion from the	c materials	· .		
Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Important Mathematical Ideas	1	2	3	
Note: Linear-linear and linear-quadratic.				3	
	Skills and Procedures	+			
	- 11/1 1	1	2	3	4
	Mathematical Relationships	 	2	3	(4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
5.1 5.2	Portions of the domain, clus developed in the instruction	ster, and s	tandard that are	missing or	not well
5.3 5.4					
	Overall Rating				
	Overall Railing	+	-		

Reviewed By:

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itle	ofI	netructiona	Materials:
11110	OII	HSH UCHOHA	I Malerials

Solve systems of equations.	Summary and documentation of how the domain, cluster, and standamet. Cite examples from the materials.	rd are
A-REI.7		
Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.	Important Mathematical Ideas I 2 3	4
Note: Linear-linear and linear-quadratic.		
	Skills and Procedures	
	1 2 3	4.
	Mathematical Relationships	
	Iviathematical Relationships 1 2 3	4
	Summary / Justification / Evidence	
	Covered as an afterthought in I prob	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
9.7 pm 11	Portions of the domain, cluster, and standard that are missing or not videveloped in the instructional materials (if any):	well
	Overall Rating	1 \
	1 2 3	4

Reviewed By:

Title of Instructional Materials:

ALGEBRA I — ALGEBRA (A)

Represent and solve equations and inequalities graphically.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				
A-REI.10					
Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Important Mathematical Ideas	1	2	3	4
Note: Linear and exponential; learn as general principle.	Chille				
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
1.7 2.4 3.4	Portions of the domain, clu developed in the instruction	ster, and sta	andard that are s (if any):	missing or r	not well
4.7	ing our of our man				
game (a) 1 yang mang mang mang mang mang mang mang m	Overall Rating	1	2	3	4

Reviewed By:	

ALGEBRA I - ALGEBRA (A)

Represent and solve equations and inequalities graphically.	Summary and documentation met. Cite examples from the			ster, and stand	ard are
A-REI.11	In a second seco				
Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations.	Important Mathematical Ideas	1	2	3	4
Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*	Skills and Procedures				
Note: Linear and exponential; learn as general principle.		1	(2)	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
5.1 6.2	Portions of the domain, cluded developed in the instruction			e missing or no	t well
9.1	No absolute value, e	x ponenti	id, n logan	Thmi C	
	Overall Rating	 	10	3	

Reviewed By:	
Title of Instructional Materials:	

Represent and solve equations and inequalities graphically.	Summary and documentat met. Cite examples from the	ion of how t	he domain, clu	ster, and st	andard are
A-REI.12				#	
Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Important Mathematical Ideas	1	2	3	4
Note: Linear and exponential; learn as general principle.	Skills and Procedures	4			
		1	2	3	4
	Mathematical Relationships	{ 	2	3	- (+)
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					•
5.6 5.7	Portions of the domain, clu developed in the instructio	ister, and stand material	andard that are s (if any);	missing or	not well
	Overall Rating				
	- Colon Cathing	1	2	3	4

Reviewed By:	

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ALGEBRA I — FUNCTIONS (F)

Interpreting Functions (F-IF)

Understand the concept of a function and use function notation.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clu	ster, and star	ndard are
F-IF.1					
Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one	Important Mathematical Ideas	1		3	P
element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. Note: Learn as general principle; focus on linear and exponential and on arithmetic and geometric sequences.			2	5	/ 4
	Skills and Procedures	4			1.8
		1	2	3	4
	Mathematical Relationships				
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
7.1	Portions of the domain, clus	ster, and sta	andard that are	missing or n	not well
7.3	developed in the instruction	nal materials	s (if any):		
T. O					
	Overall Rating	+	-		→
		1	2	3	4

Reviewed By:

Title of Instructional Materials:

Important Mathematical Ideas

ALGEBRA I - FUNCTIONS (F)

Interpreting Functions (F-IF)

Summary and documentation of how the domain, cluster, and standard are Understand the concept of a function and use function notation.

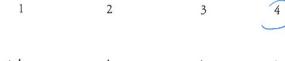
F-IF.2

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Note: Learn as general principle; focus on linear and exponential and on arithmetic and geometric sequences.

met. Cite examples from the materials.

Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating

Reviewed By:	
Title of Instructional Materials:	

ALGEBRA I — FUNCTIONS (F)

Interpreting Functions (F-IF)

Understand the concept of a function and use function notation.	Summary and documentation met. Cite examples from the	ion of how to materials	he domain, c	luster, and stand	dard are
F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \ge 1$.	Important Mathematical Ideas	1	2	3	4
Note: Learn as general principle; focus on linear and exponential and on arithmetic and geometric sequences.	Skills and Procedures	 	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
3.\ 6.\	Portions of the domain, cludeveloped in the instruction	ister, and st	andard that a ls (if any):	re missing or no	ot well
	Overall Rating		1 2	3	

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Title of Instructional Materials:	uctional Materials
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ALGEBRA I — FUNCTIONS (F)

Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-IF.4					
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	Important Mathematical Ideas	2 3	4		
Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*	Skills and Procedures				
Note: Linear, exponential, and quadratic.	1	2 3	4		
	Mathematical Relationships				
	1	2 3	4		
	Summary / Justification / Evidence				
	Doesn't faces as much on nel maxis min; symm; end				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	behavior + periodicity	1			
7.3	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating	10 1	→		

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ALGEBRA I - FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.

F-IF.5

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

Note: Linear, exponential, and quadratic.

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Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



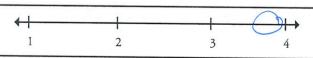
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



	Materials:	Instructional	Title
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Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.				ndard are
			······································	
Important Mathematical Ideas	1	2	3	4
Skills and Procedures				
	1	2	3	4
Mathematical Relationships		-		
	1	2	3	4
Summary / Justification / Ev	vidence			***************************************
Portions of the domain, clus developed in the instruction	ster, and st nal material	andard that are is (if any):	missing or	not well
Overall Rating				
	met. Cite examples from the Important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / Eventual Portions of the domain, clusted developed in the instruction	met. Cite examples from the materials. Important Mathematical Ideas Skills and Procedures 1 Mathematical Relationships 1 Summary / Justification / Evidence Portions of the domain, cluster, and st developed in the instructional material	met. Cite examples from the materials. Important Mathematical Ideas Skills and Procedures 1 2 Mathematical Relationships 1 2 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are developed in the instructional materials (if any):	Important Mathematical Ideas Important Mathematical Ideas I 2 3 Skills and Procedures I 2 3 Mathematical Relationships I 2 3 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or developed in the instructional materials (if any):

Reviewed By:	
Title of Instructional Materials:	

Analyze functions using different representations.	Summary and documentation met. Cite examples from the	on of how	the domain, clus	ster, and stand	lard are
F-IF.7a		- materials	•		
 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* 	Important Mathematical Ideas	1	2	3	4
 Graph linear and quadratic functions and show intercepts, maxima, and minima. 	Skills and Procedures	4			[]
Indicate the chapter(s), section(s), and/or page(s) reviewed. 3.4 9.1 3.5 9.2 4.2 9.3 6.2 9.4 6.7 9.4 9.6		1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ex				
	Portions of the domain, clus developed in the instruction Abs Value step Piecewise	ster, and s nal materia	tandard that are Is (if any):	missing or no	t well
	Overall Rating	1	1 0	1	4

Reviewed By:	
Title of Instructional Materials:	

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standa met. Cite examples from the materials.	rd are
 F-IF.7b 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* 	Important Mathematical Ideas 1 2 3	4
 b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined. 	Skills and Procedures 1 2 3	4
	Mathematical Relationships 1 2 3	 →
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not developed in the instructional materials (if any): No Step or Ciccuis	well
	Overall Rating 1 2 3	4

Reviewed By:	
Title of Instructional Materials:	

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-IF.7e					
 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* 	Important Mathematical Ideas	1	2	3	4
 Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. 	Skills and Procedures	 	2	3	
Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.		1	2	5	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instructio	ster, and st nal material	andard that ares (if any):	e missing or r	iot well
	Overall Rating	4	2	3	

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Reviewed By:

Title of Instructional Materials:

ALGEBRA I — FUNCTIONS (F)

Analyze functions using different representations.	Summary and documentati met. Cite examples from th	on of how	the domain, cl	uster, and stan	dard are
F-IF.8a	The same statement of	C materials	•		
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Important Mathematical Ideas	1	2	3	4
a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Skills and Procedures				
ote: Linear, exponential, quadratic, absolute value, step, piecewise-defined.		I	2	3	4
	Mathematical Relationships				
		1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
9.1 3.1	Portions of the domain, clud developed in the instruction	ster, and st	andard that ar	e missing or no	ot well
9.3 3.4 9.4 6.1	Externe Value,				
9.6 6.7	Overall Rating		1 2	1 (

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Title of Instructional Materials:	

Analyze functions using different representations.	Summary and documentati met. Cite examples from the	on of how t	he domain, cl	uster, and stand	ard are
F-IF.8b8. Write a function defined by an expression in different but equivalent	Important Mathematical Ideas	+			─
forms to reveal and explain different properties of the function.	100000000000000000000000000000000000000	I	2	3	4
b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{\nu 10}$, and classify them as representing exponential growth or decay. Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
6.5	Portions of the domain, clu developed in the instruction	ster, and st	andard that a	re missing or no	t well
6.7					
nge branzië para Base ja na z	Overall Rating	1	2	3)	4

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Title of Instructional Materials	

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.				
F-IF.9		· ···otoridio.			
Compare properties of two functions each represented in a different way	Important Mathematical Ideas	←			+
(algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		I	2	3	4
Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.	Skills and Procedures	4-1			
		1	2	3	4
			-	,	•
	Mathematical Relationships	4-1	I	1	
		I	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
3.2 6.1 9.4	Portions of the domain, clu developed in the instruction	ster, and sta	andard that are s (if any):	missing or	not well
9.7	Overall Rating	. 1			
	3	1	2	3	4

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Building Functions (F-BF)

Build a function that models a relationship between two quantities.

F-BF.1a

- 1. Write a function that describes a relationship between two quantities.*
 - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

Note: Linear, exponential, and quadratic.

9.

9.2

7.4

9.6

9.7

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

just quadratic

Overall Rating



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Title of Instructional Materials:		

Building Functions (F-BF)

Summary and documentation of how the domain, cluster, and standard are Build a function that models a relationship between two quantities. met. Cite examples from the materials. F-BF.1b Important Mathematical Ideas 1. Write a function that describes a relationship between two quantities.* b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. Skills and Procedures Note: Linear, exponential, and quadratic. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

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Building Functions (F-BF)

Build a function that models a relationship between two quantities.	Summary and documentation met. Cite examples from the	on of hove	w the domain, clu	ister, and stand	dard are
F-BF.2					
Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*	Important Mathematical Ideas	1	2	3	4
Note: Linear, exponential, and quadratic.					
	Skills and Procedures	4			1.5
		1	2	3	4
		•		5	4
	Mathematical Relationships	+			
		1	2	(3)	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
3.2					
3.4	Portions of the domain, clus developed in the instruction	nal mater	rials (if anv):		t well
3.5	Boesn't look at seg	vences	as much		
6.1					
6.2					
	0 110 0				
	Overall Rating	+			→
		1	2	3	4

Reviewed By:	

Title of Instructional Materials:

ALGEBRA I — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentati met. Cite examples from the	on of how t	he domain, clu	ster, and standard are
F-BF.3	met. Oite examples from th	e materiais.		
dentify the effect on the graph of replacing $f(x)$ by $f(x) + k$, k $f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of	Important Mathematical Ideas	1	2	3 4
he effects on the graph using technology. Include recognizing even and odd unctions from their graphs and algebraic expressions for them. lote: Linear, exponential, quadratic, and absolute value.	Skills and Procedures	← I	2	1 1 4
	Mathematical Relationships	1	2	3 4
	Summary / Justification / E	vidence		
ndicate the chapter(s), section(s), and/or page(s) reviewed.				
8.2 8.3 8.4 9.2	Portions of the domain, cludeveloped in the instruction	ster, and stand standard	andard that are s (if any):	missing or not well
	y (4)			
	Overall Rating	+	1 2	3 4

Reviewed By:	
Title of Instructional Materials:	

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-BF.4a					
4. Find inverse functions.	Important Mathematical Ideas		-		
a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \ne 1$.			2	3	4
lote: Linear only.	Skills and Procedures	1	2	3	4
	Mathematical Relationships		2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Ch 7 Review: Take Another Look I					
Ch + neview . Tale Averter Leve 2	Portions of the domain, clu developed in the instruction	ster, and sta nal materials	ndard that are (if any):	missing or no	ot well
	Not covered in	lesson			
	Overall Rating		+		→
		J)	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-LE.1a					
 Distinguish between situations that can be modeled with linear functions and with exponential functions. 	Important Mathematical Ideas	1	(2)	3	
 a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.* 	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2)	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
3.1	Portions of the domain, cluded developed in the instruction	ster, and nal mater	standard that are ials (if any):	missing or no	t well
	Overall Rating		<i>O</i>	3	— → 4

Reviewed By:	
Title of Instructional Materials:	

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, cl	luster, and stand	dard are
F-LE.1b1. Distinguish between situations that can be modeled with linear functions and with exponential functions.	Important Mathematical Ideas	1	1 2	3	→ 4
 Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.* 	Skills and Procedures	1	2	3	· · · · · · · · · · · · · · · · · · ·
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
3.4 3.5 4.1 4.2	Portions of the domain, clusted developed in the instruction	ster, and stanal materials	andard that a s (if any):	re missing or no	ot well
	Overall Rating	1	1 2	10	→ 4

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Title of Instructional Materials:	

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-LE.1c					
Distinguish between situations that can be modeled with linear functions and with exponential functions.	Important Mathematical Ideas	(2	3	
 Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.* 					
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
6.3 6.5 6.6 6.7	Portions of the domain, cluded developed in the instruction	ster, and s nal materia	tandard that are	missing or no	ot well
	Overall Rating	←	1 0	3	

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Reviewed By:		
Title of Instructional Materials:		

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation met. Cite examples from the	on of how t	he domain, clu	ster, and star	ndard are
F-LE.2	The state of the s	; materials.			
Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
3.1 6.2 3.3 6.3 3.4 6.7	Portions of the domain, clust developed in the instruction	ster, and st nal material	andard that are s (if any):	missing or r	ot well
4. 2					
	Overall Rating		1 2	3	-

Reviewed By:		1 (80)	
Title of Instructional Materials			

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation met. Cite examples from the			ister, and stand	ard are
F-LE.3					
Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures				
		1	2	3	4
	Mathematical Relationships	+			→
		1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
6.1	Portions of the domain, clu developed in the instruction	ster, and s	standard that ar als (if any):	e missing or no	t well
	Overall Rating	+	2		4

Reviewed By:	

Title of Instructional Materials:

ALGEBRA I — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Interpret expressions for functions in terms of the situation they model.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-LE.5	1				·
Interpret the parameters in a linear or exponential function in terms of a context.*	Important Mathematical Ideas	1		(3)	4
Note: Linear and exponential of form $f(x) = b^x + k$.					
	Skills and Procedures				
		1	(2)	3	4
	Mathematical Relationships	{ 			
	The state of the s	1	2	(3)	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
4.1 4.1	Portions of the domain, clu developed in the instruction	ster, and sta	andard that are	e missing or n	ot well
4.4 6.7			- (, ,,,		
4.6					
	Overall Rating				

Reviewed By:	
Title of Instructional Materials:	

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on a single count or measurement variable.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
S-ID.1					
Represent data with plots on the real number line (dot plots, histograms, and	Important Mathematical Ideas	(-/1)
box plots).		1	2	3	/ 4
	Skills and Procedures	4-1		<u>I</u>	
		1	2	3	4
	Mathematical Relationships	4 1	1	1	\
	The track of the t	1	2	3	4
		-	4-	J	/ 3
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
1.1	Portions of the domain, clu developed in the instruction	ster, and s nal materia	tandard that ar	e missing or	not well
1.3					
1.4					
•					
	Overall Rating				
		1	2	3	4

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Reviewed By:	
Title of Instructional Materials:	

Summarize, represent, and interpret data on a single count or measurement variable.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				
S-ID.2					
Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
1.3	Portions of the domain, clus developed in the instruction	ster, and stand material	andard that are s (if any):	missing or i	not well
7.5					
Ch 7 Review	Overall Rating	 	1 2	- 3	-

Reviewed By:	

Title of Instructional Materials:

ALGEBRA I — STATISTICS AND PROBABILITY (S)

Summarize, represent, and interpret data on a single count or measurement variable. Summary and documentation of how the domain, cluster met. Cite examples from the materials.					
S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Important Mathematical Ideas	 	1 2	3)	→ 4
	Skills and Procedures	1	2	3)	
	Mathematical Relationships	1	1 2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
1.2 1.3 probs 7 +10	Portions of the domain, cluded developed in the instruction	ster, and sta	indard that a s (if any):	re missing or no	ot well
	Overall Rating	1	2	3)	4

Minimal

Reviewed By:	
Title of Instructional Materials:	•

ALGEBRA I — STATISTICS AND PROBABILITY (S)

Summarize, represent, and interpret data on two categorical and quantitative variables.	Summary and documentat met. Cite examples from the	tion of how the	domain, clu	ster, and stand	ard are
S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Important Mathematical Ideas		2	3	4
Note: Linear focus; discuss general principle.	Skills and Procedures		2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
2.2 10.5 prob 8	Portions of the domain, cludeveloped in the instruction	onal materials (i		e missing or no	t well
	Overall Rating	1	2	3	4

Reviewed By:	R ₁₂	
Title of Instructional Materials		

Summarize, represent, and interpret data on two categorical and quantitative variables.	Summary and documentation met. Cite examples from the			ster, and sta	ndard are
S-ID.6aRepresent data on two quantitative variables on a scatter plot, and describe how the variables are related.	Important Mathematical Ideas	 	1 2	3	4
 a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. Note: Linear focus; discuss general principle. 	Skills and Procedures	 	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
3.4 4.8 3.5 6.7 4.2 4.6	Portions of the domain, clusted developed in the instruction	ster, and s	standard that are	missing or	not well
	Overall Rating	1	1 2	3	4

Reviewed By:	
Title of Instructional Materials:	

Summarize, represent, and interpret data on two categorical and quantitative variables.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				
S-ID.6b6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	Important Mathematical Ideas	1	1 2	3	4
 b. Informally assess the fit of a function by plotting and analyzing residuals. Note: Linear focus; discuss general principle. 	Skills and Procedures	1	2	3	4
	Mathematical Relationships		2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
1.7 pmb 7	Portions of the domain, cludeveloped in the instruction	nal materials	s (if any):	- X	ot well
	Covered mini	mally in	. I proble	m	
	Overall Rating		2	3	4

Reviewed By:	
Title of Instructional Materials:	

Summarize, represent, and interpret data on two categorical and quantitative variables.	Summary and documentation met. Cite examples from the		ne domain, cli	uster, and stand	ard are
S-ID.6c6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	Important Mathematical Ideas	1	2	3	
c. Fit a linear function for a scatter plot that suggests a linear association. Note: Linear focus; discuss general principle.	Skills and Procedures	 	2	3	
	Mathematical Relationships	(]	1 2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. Q.4 4.2 4.3 4.5 4.6	Portions of the domain, clu developed in the instruction			re missing or no	ot well
4.7	Overall Rating	1	2	3	4

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

Interpret linear models.	Summary and documentation met. Cite examples from the	on of how to materials.	he domain, clu	ster, and star	ndard are
S-ID.7	Important Mathamatical Ideas				
Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures				\
		1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
3.4 4.7 3.5 4.8 4.2	Portions of the domain, cludeveloped in the instruction	ster, and st nal material	andard that are	e missing or	
4.3	Overall Rating				
		1	2	3	4

Reviewed By:	
Title of Instructional Material	c·

Interpret linear models.	Summary and documentation met. Cite examples from the			ter, and stand	lard are
S-ID.8	Inches de la Marke de la California de l		-		
Compute (using technology) and interpret the correlation coefficient of a linear fit.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	—			
and antique to the second seco		1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Discovering Adv. Alg 11. 5	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
					* *
	Overall Rating	+			
		1	2	3	4

Reviewed By:	

Title of Instructional Materials:

ALGEBRA I — STATISTICS AND PROBABILITY (S)

Interpret linear models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-ID.9	Important Mathematical Ideas
Distinguish between correlation and causation.	1 2 3 4
	Skills and Procedures
	1 2 3 4
	Mathematical Relationships
	1 7 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Discovering Adv. Alg 11.1 + 11.5	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By:

Title of Instructional Materials:

Key Garicaly

2+

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and relationships, graph data, and search for regularity or trends. Younger students might rely on using a different method, and they continually ask themselves. "Does solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves. "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

